

- Children need to develop fine motor skills for writing



- Find your peer partner and join another pair to form a group of 4
- Review what you learned from completing the 2 assignments and your questions
- Report to large group what you learned

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Outcomes

- **Adults** will match fine motor activities to ages and developmental stages
- **Adults** will add new activities and materials to the environment and be able to model and demonstrate use of materials

Early Learning Standard

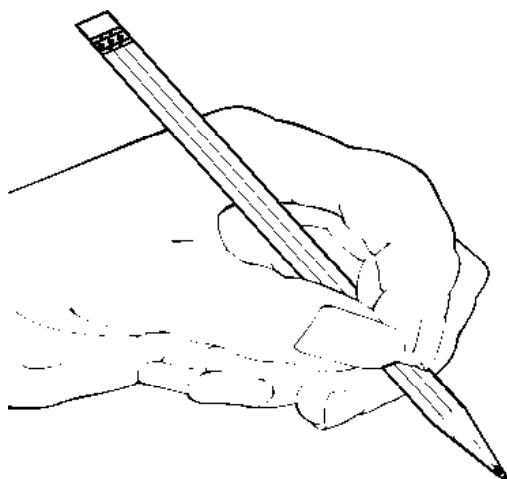
- **Children** develop small (fine) motor skills
- **Children** engage in early writing experiences



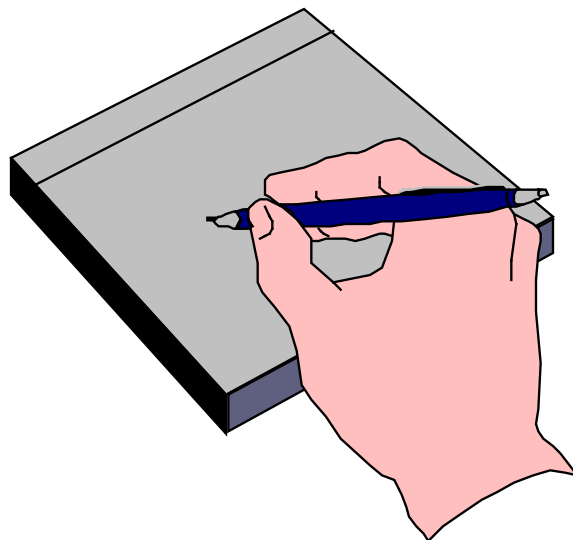
Benchmarks

- **Children** use hand-eye coordination to perform self-help and fine motor tasks with a variety of manipulative materials
- **Children** experiment with writing tools and materials
- **Children** show skills in using scissors and writing tools for various learning activities

Correct Pencil Grasp



left hand



right hand

Strategies

- Provide a variety of small manipulative objects and activities for children to develop fine motor skills
- Model and demonstrate fine motor skills



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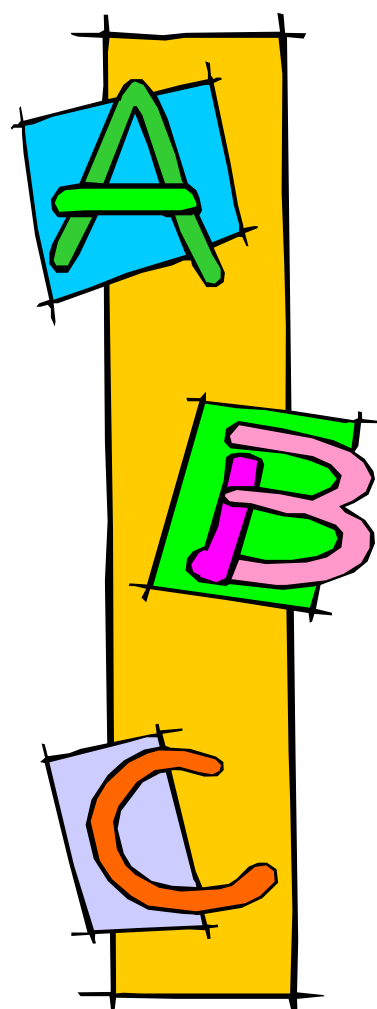
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- Visual image of each letter
- Line segments used to form each letter
- Sequences in which the lines are put together to compose the letter
- Direction in which to draw each of the lines





Provide Models

When Reading Books

Before

- Write title/author

During

- Write character names or tally the number of events

After

- Write favorite part of story

- Find your peer partner and Handout W-9
- Each partner should select an age and stage of development
- Write on Handout W-9 what you will do or say to model fine motor skills you want children to develop
- Set a time and date to observe your peer partner
- Record the date and what happened
- Bring Handout W-9 to the next class



- Role-play your planned lesson with your peer partner
 - Assign teacher and child roles
 - Take 5 minutes
- Switch roles and let your partner role-play his/her planned lesson

